

Childsplay Day Nursery Annexe

Inspection report for early years provision

Unique Reference Number	EY271739
Inspection date	05 June 2008
Inspector	Rachel Ayo
Setting Address	Catherine Beckett Community Centre, Deepdale Road, Preston, Lancashire, PR1 5AR
Telephone number	01772 252 563
E-mail	prestonchildsplay@hotmail.com
Registered person	Preston Childsplay
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Childsplay Day Nursery Annexe opened in 2003. It is run and managed by a committee. The setting operates from one main room in a purpose built building in Preston, Lancashire. A maximum of 22 children may attend the nursery at any one time. The setting opens five days a week all year round, with the exception of one week at Christmas. Sessions are from 07.30 until 18.00. Children have access to an enclosed outdoor play area.

There are currently 37 children aged from 16 months to four years on roll. Of these, 26 children receive funding for nursery education. The setting offers a service to local families and children. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs seven staff including two part time managers. All the staff have early years qualifications. The setting receives support from a teacher from Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection because staff implement overall suitable policies and procedures. For example, the water in children's individual accessible bottles is changed midway through the day and the lids are sterilised weekly, tables and highchairs are cleaned with an antibacterial solution before children eat and gloves and aprons are used for changing nappies.

Staff demonstrate good hand washing procedures, for example, before meals. Older children readily wash their hands with antibacterial liquid soap before they eat or after using the toilet and separate hand drying arrangements are in place. However, although children under two years have their hands washed before meals, staff use only water on individual flannels and food is blown on by some staff to cool it down.

Staff use resources and discussion and plan activities to help children learn about good health and living. For example, as part of good oral hygiene, staff transformed the home corner role play area into a dental surgery. Children create healthy food collages and at snack time talk about the apple that is good for them.

Children are helped to be well nourished. Meals are effectively planned on a three week rota system to ensure that children are provided with a varied range of overall nutritious and well-balanced meals and snacks. Examples include crunchy salad sticks and cheesy twists, fruit, nachos with salsa, vegetable quiche, prawn stir fry and noodles, chicken supreme and spaghetti bolognaise. The nursery cook is extremely positive and enthusiastic about the meals which she prepares and this is reflected in how children readily tuck in to their food. Children's all round good health is additionally promoted because even the youngest of children can readily access their beaker or bottle of juice or water.

Accident and medicine policies and procedures generally meet requirements with some good aspects. For example, it is a requirement of the job for all staff to maintain an up-to-date first aid training certificate and children's health and dietary needs are exceptionally well met. However, existing injuries are not recorded and a number of the contents of the first aid box have recently expired. This impacts on the effectiveness of first aid treatment.

Staff are fully aware of young children's individual sleep needs and ensure that these adhere fully to home routines and parents' wishes. For example, they wrap them in a favourite comfort blanket before snuggling them warmly in their arms and rocking them gently.

Children take part in a good range of physical activity and all age groups clearly enjoy playing outdoors. Toddlers explore equipment, such as the climbing frame and small push-a-long toys, and run around excitedly. Older children confidently ride around on wheeled toys, skilfully changing direction, controlling their speed and manoeuvring around obstacles and their peers. They negotiate holes and boundaries as they move through the different spaces of the climbing frame.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Overall, children are helped to stay safe with some good aspects. For example, the premises are effectively secured; access to the provision is monitored through a buzzer system and

additional security is promoted through coded access to the nursery rooms. Babies are securely fastened in high chairs when eating and staff use gentle reminders about safe practice, for example, not putting certain things in their mouths. A number of displayed signs, for example, on the door to the nursery rooms, give additional reminders about safety. Although supervision levels are generally suitable to ensure children's welfare, the level of supervision when very young children are using the climbing frame is not always sufficient. There are good operational procedures to promote children's safety on outings.

Children are cared for in an extremely welcoming environment. Windows are painted with different characters and staff attractively display a wide array of exciting artwork, posters, photographs, signs and information, which creates a bright stimulating visual impact. Parents and children are greeted in a warm and friendly manner to foster positive relationships and help children settle. Space is generally effectively organised to meet children's individual needs and children use a good range of suitable and safe equipment to promote their development. For example, younger children develop independence as they sit safely at low-level tables and chairs and are enabled to make choices from resources stored in low-level tubs and shelving.

Children are safeguarded because staff have a suitable awareness of child protection. They are able to identify a satisfactory range of possible signs or symptoms of abuse and know that they must pass any concerns on to their manager. All staff attend child protection training and this is renewed as required. The designated persons for child protection are aware of the procedures to be followed in any child protection concern, including where there are allegations made against staff members or volunteers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled and present as happy and confident in the setting as they move around freely to self-select their preferred activity, for example, the doll's house, dough, books or home corner. Children are involved in a broad range of well planned activities and spontaneous events, which support their development and learning. Detailed assessment records include annotated photographs linking to the 'Birth to three matters' framework and are effective in helping to track young children's progress and plan their next steps for learning.

Exciting resources are set out for children under two years, such as interesting accessible treasure baskets containing a wide variety of materials and a range of brushes dangling down from a secured metal pole. Toddlers clearly enjoy exploring these; they giggle as the brushes swing backwards and forwards as they touch them. Young children enthusiastically dig in the sand, exploring the shape and texture of the pine cones, and excitedly watch the sand as it turns the wheel. They look at their sandy hands and staff encourage them to clap these together to remove this. Staff enable young children to explore using all of their senses through a range of additional activities, for example, shaving foam, pasta, jelly, painting and cornflour.

Children aged two to under three years are accommodated with the pre-school children and, therefore, have access to the varied activities and resources incorporated into the continuous provision. Staff still follow the 'Birth to three matters' framework to ensure that their needs continue to be met and their development is fully supported. They clearly enjoy using the computer, making shapes and patterns with the dough and splashing in the water.

Children respond well to staff who demonstrate a warm and caring manner and show good levels of interest in what the children say and do. For example, staff sit and read stories whilst

children sit cosily alongside them and sit and talk about the patterns that the dough tools are making. Children readily approach staff for support, for example, to help them put an apron on or to help them put the doll's clothes on. Very young children happily sit on staff members' knees and respond with smiles and gestures as staff speak warmly to them.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage and are aware of how particular activities and resources help children progress through the stepping stones. Planning reflects a curriculum that helps children to progress towards the early learning goals and has been enhanced to ensure that observations of the children and their next steps for learning inform future planning. Staff generally use a variety of good methods to ensure that all children learn effectively, for example, by providing continual challenge to those children who are making excellent progress towards the early learning goals. This ensures that their interest continues to be sustained. However, staff do not always effectively question children within daily routines to extend and support their learning. Overall, staff make effective use of time and resources. For example, drawers and tubs are labelled, including with a picture, to support all age groups in self-selecting resources, which they readily do so. However, there are no freely accessible maths resources to enable children to spontaneously explore mathematical concepts.

Children enter the setting confidently and willingly as they readily say goodbye to their parents or carers. They are interested, excited and motivated to learn and initiate ideas to their peers, for example, sitting down in a group to read stories. Children show good levels of concentration as they play for long periods at a chosen activity, for example, the computer, water and dough. Children form good relationships with adults and their peers as they seek out others to share experiences. For example, they invite the inspector into the home corner role play area to have some dinner and play in pairs or small groups in the water tray or with the doll's house. Children are developing good personal independence, for example, as they readily use the toilet, with only limited adult support required, or help themselves to a piece of paper to create a painting.

Children show an interest in numbers and counting as they join in with singing '10 Little Indians' or join in with staff who are counting how many children are lining up. Children tell the inspector how many pieces of apple they have in their bowl and use language, such as more, to describe how many pieces of apple another child has. Children show a good awareness of shape as they match the construction shapes on the picture to create a model, such as an aeroplane.

Children use language confidently in a range of ways. They express their needs, talk about what they are doing, take turns in conversations and sustain attentive listening in small groups, for example, when staff are reading stories. Children clearly enjoy listening to stories and readily choose their favourite book to read to each other, such as the pop-up story entitled, 'When the wild pirates go sailing'. They handle books carefully and a wide range of print in the environment helps children to understand that print carries meaning in a range of ways. Children enjoy telling the inspector the letters which different words begin with and recognise some familiar words, such as their name as they self-register on arrival.

Children have ample opportunities to explore and investigate a wide range of materials. They clearly enjoy looking at and talking about what is seen in photographs, for example, as they recall their trip to the zoo. Children confidently use the computer and skilfully use the mouse to operate simple programmes, often without adult support being required. Children differentiate

between past and present as they talk about significant events that have happened to them and use language to describe their environment as they talk about the hot sunshine.

Children make marks using a variety of materials and sometimes ascribe meaning to marks. For example, they show the inspector a picture which strongly resembles a fish; they tell the inspector that they have drawn a shark. They experiment with writing in different ways, such as when they are making a shopping list, and manipulate objects with increasing control. For example, they carefully roll out the dough before attempting to cut out a variety of shapes or fix construction pieces together.

Children respond, express and communicate their ideas in a range of ways. They are clearly familiar with different creative materials and use these for their own purpose, for example, creating box craft models and paintings. Children have ample time and freedom to explore their own ideas. Children develop good imagination as they play in the home corner role play area; they tell the inspector that they are putting a load of washing in and say that they are taking their baby for a walk; they carefully choose what they are going to dress the doll in. Children join in enthusiastically with favourite songs and dance and respond to sound happily as they make their own songs up.

Helping children make a positive contribution

The provision is good.

Children are highly valued and included fully in the life of the setting. Their individual needs are met very effectively because staff work in close partnership with parents, carers and external professionals. Staff follow individual education and care plans for children with a learning difficulty or disability, including those children with any particular health needs. They adapt activities and the environment to ensure that all children can take part in the varied play and learning opportunities.

Very good systems are in place to support children with English as an additional language. These include employing a diverse staff team, using interpreters, displaying signs or words in different languages and reflecting children's differing cultures in posters and resources. Positive relationships are fostered before placement and information is obtained effectively, including through the 'All about me' booklet and detailed form specifically for children under two years. These arrangements enable staff to provide good quality care in line with parents' wishes.

Good systems are in place for ensuring that parents are fully informed about the setting before placement, for example, through the detailed parent pack. This includes a number of policies and procedures, for example, illness and complaints. Information is shared very effectively on an on-going basis, for example, through daily diary sheets or books, regular newsletters, displayed information, open days, which include coffee mornings, and friendly daily chats. Parents are also invited to attend family days, for example, to Blackpool Zoo. Parents' comments are extremely positive about the setting and care of their children.

Partnership with parents in relation to the nursery education is good. Detailed information is displayed about the Foundation Stage and staff explain the process of assessment and observation to ensure that parents know how staff support their children through the stepping stones in each area of learning. Staff have recently introduced systems for gaining information from parents to help in assessing children's starting points. Parents are actively encouraged to be involved with their child's learning. For example, they are encouraged to bring things in from home relating to particular themes or topics and are provided with information about how

they can extend their child's learning at home. Graduation Day takes place when children leave the setting to attend school; children dress up in caps and gowns and the local newspaper is invited to report on the celebrations.

Children behave well in the setting. Staff work consistently and set clear ground rules to ensure that children learn to respond to appropriate expectations for their behaviour. Children respond well to requests and staff act as good role models as they use, and encourage, good manners. Children play cooperatively, for example, as they play with the construction toys and trains, and negotiate turn taking, for example, with the computer. Staff use positive reinforcement to promote good behaviour and develop children's self-esteem, such as through awarding certificates and the behaviour beanstalk.

Children benefit from a good range of resources which help them value diversity and staff ensure that the environment reflects the different communities of the children attending. A range of activities are additionally planned to help children learn to value and appreciate the similarities and differences between themselves and others. For example, children are introduced to a variety of foods from around the world and celebrate different festivals.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Adults demonstrate a clear sense of purpose and a commitment to continual improvement. Managers have devised effective systems for addressing weakness with information recorded about the action required, how this can be achieved and what has been done. This commitment to improving outcomes for children greatly benefits the children being cared for.

Recruitment and vetting procedures contribute well to children being protected and cared for by staff with overall good knowledge and understanding of child development. For example, the majority of staff are qualified to level three or above. Generally good induction procedures are in place and staff ensure that, overall, the setting's policies and procedures work in practice to promote positive outcomes for children. Staff are effectively supported in their development through regular supervision in which action plans are set for training and a training record is maintained to keep staff up-to-date with particular subjects, for example, first aid and child protection.

Staff work well as a team and managers plan initiatives to develop staff morale and encourage them to be fully involved in the provision. For example, staff were each given a sum of money to obtain objects to create a treasure basket; a reward was offered for the best one. Staff are generally deployed well to ensure the safety and welfare of children and enable them to take part in a varied range of play opportunities indoors and outdoors. Space and resources are generally effectively organised to ensure that children are supported in becoming independent learners.

Overall, record keeping systems, required for the efficient and safe management of the setting and to promote children's individual needs and promote their well-being, are used well. A number of well organised files contain a wide range of information to support the policies, procedures and practice of the setting.

Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the nursery education is good. Systems have been improved to enable managers to support and monitor staff, for example, observing practitioners in a range of areas and providing feedback and support where necessary, and planning is overseen. Advice and support has been sought from early years workers and advice is followed, for example, how to enhance the nursery education provision, including record keeping systems. Managers have clear aims and vision for the continual improvement of the care and education for all children in a fully inclusive environment.

Improvements since the last inspection

At the last inspection, a number of actions were raised in relation to; child protection; the effective deployment of staff; documentation and hygiene. In relation to the nursery education, a small number of recommendations were raised in relation to the assessment process and planning and the monitoring and evaluation systems which support staff practice.

Children's welfare is promoted as staff are now aware of possible signs and symptoms of children at risk and are aware of the policies and procedures of the setting, including what to do if they have concerns about a child.

Documentation has been enhanced to promote the efficient and safe management of the setting because there are clear procedures to be followed in the event of a child not being collected.

Staff have improved the procedures for promoting children's good health by recording information about children's individual needs and have devised a new policy to remind staff about particular hygiene practices, for example, when a dummy has been on the floor.

There are now consistent staff members placed in the under two's room to promote continuity of care, which promotes the welfare, care and individual needs of young children.

In relation to the nursery education, staff now obtain information from parents to help in the assessment of children's starting points, which supports children's development and improves partnership with parents. Staff now include differentiation in their planning to demonstrate that they are taking into account children's varying development needs. Improved systems have been implemented for managers to monitor staff practice, which promotes outcomes for children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the supervision of young children playing on the outdoor climbing frame
- further improve the hand washing of children under two years and the arrangements for cooling food
- improve accident procedures by recording existing injuries and ensuring that the contents of any first aid box are replaced as necessary.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further improve staff's questioning within the daily routines to further support children's learning
- improve children's development in maths in relation to free access to resources.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk